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DROPOUTS IN NEVADA PUBLIC SCHOOLS, 1963-1964 AND 1964-1965 SCHOOL YEARS. (TITLE SUPPLIED).

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THIS DOCUMENT PRESENTS STATISTICAL DATA OF SCHOOL DROPOUTS AND SCHOOL HOLDING POWER IN NEVADA. THE DATA ARE BASED ON RECORDS SUBMITTED BY ALL NEVADA SCHOOL DISTRICTS HAVING PUPILS IN GRADES 7 THROUGH 12 DURING THE SCHOOL YEARS 1963-64 AND 1964-65. THESE DATA INCLUDE AGE, GRADE, SEX, ETHNIC GROUPING, CAUSAL FACTORS FOR LEAVING, ACHIEVEMENT, RESIDENCE, ATTENDANCE, ADJUSTMENT, AND POSSIBLE DELINQUENCY RECORDS OF THE STUDENTS. (JH)

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REPORT ON DROPOUTS IN NEVADA PUBLIC SCHOOLS

1963-1964 1964-1965

STATE DEPARTMENT OF EDUCATION

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SCHOOL DROPOUTS IN NEVADA

PREFACE

The Nevada State Department of Education initiated a study of school dropouts in late spring of 1963. Data were collected on the closing months of that school year and used to determine the effectiveness of the instrument and procedure used in securing accurate information on dropouts in Nevada public junior and senior high schools. A brief summary of findings was published as a research bulletin.

Beginning with September, 1963 each school district was requested to report information on school dropouts on a monthly basis. From these reports, submitted by all junior and senior high schools in the state, the first compilation of accurate data for a complete school year was developed. Cooperation from principals, counselors and superintendents was excellent, although the data requested from each school on dropouts required considerable time, effort and research. The high interest of educators in the problem of early school leavers and their desire to stem the trend was most evident by the favorable response to a departmental request for another monthly report.

The Department of Education welcomed the cooperation of the Nevada State Employment Service, Employment Security Department, in the project. This agency made available the services of its Data Processing Section, which enabled compilation of the information gathered and subsequent publication of the reports.

Local Employment Service Offices are faced with the nearly unsurmountable task of finding jobs for dropouts, who are untrained and unskilled. The interest of this state agency remains at the highest level. High schools were requested to send information on school dropouts directly to local employment offices in order to facilitate advisement and counseling. It is a truism that school dropouts are the most frequent and persistent clients of the local employment offices. Also, an opportunity existed for practical advisement as to the direct relationship

between education and employment or lack of education and unemployment.

The Department of Education had a number of objectives which motivated the gathering of data. The first purpose was to secure accurate data on the number of dropouts, ages, grades, achievement and reasons for terminating a program of secondary school education. A second objective was to substantiate or refute a national report on dropouts by states which placed Nevada in a most unfavorable ranking. This national study indicated that only 65 per cent of Nevada students who completed the eighth grade in 1958 continued through to high school graduation in 1962. A dropout rate of 35 per cent was indicated, which exceeded the 30 per cent estimated national average.

Data gathered on the 1963-1964 school year indicated a dropout rate of 4.9 per cent for the year in grades 9 through 12. This did not include students who failed to re-enroll at the end of the summer vacation period. On the basis of information on summer dropouts reported by a number of school districts the 4.9 per cent rate was increased to an estimated 6 per cent per year, and 24 per cent for a four year period was determined to be an accurate statement of the cumulative dropout rate. This placed Nevada in a more favorable ranking among the states with a below the national average rate of secondary school terminations prior to graduation.

A final purpose of the investigative study on school dropouts was to make accurate data available, statewide, on the problems posed by students who fail to complete a program of education. The 1963-1964 report was published and sent to educators, state agencies, P.T.A.'s, community organizations and parents. The formation of local action committees and resultant programs to improve school holding power and reduce school dropouts was an anticipated result. The necessity for local level action programs involving schools, parents and community leadership was deemed essential in order to effect a solution to the problem.

This report covers the 1963-1964 and 1964-1965 school years and is also being made available to the public. Analyses and comparisons are made of the data

for the two school year periods. Findings are summarized with recommendations for corrective action programs.

The Department of Education is indebted to the Data Processing Section of the Employment Security Department, and particularly the expert technical assistance of Mrs. Mona Rochon and Mr. James Oliver. Appreciation is expressed for the cooperation of Mr. William G. Schultz, Mr. Frank Coleman and staff members in local Employment Service Offices. The Department also expresses its thanks to the many superintendents, principals, counselors and teachers who compiled data for individual schools without whose help this report would have been impossible to prepare.

INTRODUCTION

A school dropout is defined as a boy or girl who terminates a program of secondary education prior to high school graduation for any reason other than death. The statistical tables in this research report do not include the 20 terminations due to death during the 1964-1965 school year. Figures for the 1963-1964 period, where used, have been adjusted to delete 16 pupils who died. The statistical information on school dropouts for both school years is a factual study based on analyses of early leavers during the two year period.

A single "grey area" remains in the study of dropouts due to lack of accurate data on the number of boys and girls who fail to re-enroll in school in September following the summer vacation. This is particularly true of the two major urban areas in the state where securing data poses a most difficult problem. The smaller districts are able to report data on former students, still in the community who failed to return to complete their educational programs. As a result, estimates of summer dropouts are added to the actual information in order to arrive at a probable annual rate of attrition among high school students in Nevada.

School holding power and dropout rates have been determined on a basis developed for use in uniform national reporting. Under the formula the end of the school year enrollment, which excludes students who transferred to other schools, becomes the base for computation. The actual number of dropouts during the year is added to this base and the sum of both numbers forms the basis of accountability. The base figure divided by the accountability figure is expressed in per cent of school holding power. This percentage is deducted from 100 and the difference represents the school dropout rate for the year. This formula can be applied to an individual school, an entire district or an individual class on an annual, semester or monthly basis. Cumulative dropout rates covering more than one year can be determined in a like manner or may be computed as the sum of annual dropout rates covering a four year period; e.g., grades 9 through 12 sequence.

Data presented in this report are based on actual records submitted by all school districts in the state, for each school enrolling pupils in grades 7 through 12, and prepared on a school month basis. Students who withdrew and re-enrolled later have been deleted as dropouts. Consequently, the statistical data presented are supported by information on file for each early school leaver.

Data on dropouts are limited to age, grade, ethnic grouping, causal factors for leaving, achievement, residence, attendance, adjustment and possible delinquency record. No attempt is made to present information of a socio-economic nature in this report. This is due to the fact that neither funds nor personnel are available on the state or local district levels to accomplish this type of extensive research project. It is also felt that a study of socio-economic factors relating to school dropouts could best be accomplished as a separate research project involving only a representative group of dropouts rather than a statewide survey.

DROPOUTS IN NEVADA PUBLIC SCHOOLS, 1963-1964 AND 1964-1965 SCHOOL YEARS

A preliminary comparison of the statistics on secondary school dropouts during the 1964-1965 school year with the previous year results in a number of valid conclusions. The problem of school dropouts showed no signs of improvement and, in fact, worsened. It can also be concluded that the impact of communication media, which dramatically emphasized the stay in school theme, was ineffective in the state of Nevada.

During the 1963-1964 school year total of 1163 pupils enrolled in grades 7 through 12 terminated their programs of education before the end of the school year. The number of early school leavers in the 1964-1965 school year increased by 348 to 1511 or by 29.92 per cent. The end of the year enrollments in grades 7 through 12 approximated a 5 per cent growth factor during the period under study.

Early school leavers enrolled in grades 7 and 8 totaled 58 in 1964-1965 compared with 49 losses during the previous year. This represents a gain of 9 or 15.52 per cent. However, the 58 dropouts in the 1964-1965 school year equaled only 3.84 per cent of the 1511 who terminated prior to the end of the year.

The number of dropouts from the regular 9 through 12 secondary education program in Nevada indicates the most alarming change over the 1963-1964 school year. The number of dropouts in this group rose from 1083 to 1433, an increase of 350 or 32.23 per cent. The number of early leavers accounted for 94.84 per cent of the total dropouts. End of the year enrollments from June, 1964 to June, 1965 show an increase of 8.5 per cent. Dropouts, therefore, were far in excess of the growth factor and eliminate this item as a plausible explanation for the increase in secondary school terminations ahead of schedule.

Special Education pupils, handicapped, who terminated numbered 20, a reduction of 11, which was 35.48 per cent from the previous year. These pupils accounted for only 1.32 per cent of the total dropouts during 1964-1965.

The tables and analyses which follow present a graphic statistical summary of the problem of dropouts from Nevada secondary schools.

Data presented in this report, including tables which analyze and compare findings for the 1963-1964 and 1964-1965 school years, are as follows:

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TABLE I

School Dropouts by Grades, 1963-1964 and 1964-1965 School Years

School Year	Grades 7-8	Grades 9-12	Special Ed.	Total Dropouts
1964-1965	58	1433	20	1511
1963-1964	49	1083	31	1163
Net Change ('64 to '65)	9	350	(11)	348
Per Cent Increase	15.52%	32.23%	(35.48)%	29.92%

TABLE II

School Dropouts by Grades, 1963-1964 and 1964-1965 School Years

Grades	1963-1964 Dropouts	1964-1965 Dropouts	1963-1964 Per Cent	1964-1965 Per Cent	Increase 1965 Over 1964
7	16	20	1.37%	1.32%	25.00%
8	33	38	2.84	2.52	15.15
Totals 7-8	49	58	4.21	3.84	18.37
9	111	103	9.54	6.82	(7.21)
10	311	437	26.74	28.92	40.51
11	366	489	31.47	32.36	33.61
12	295	404	25.37	26.74	36.95
Totals 9-12	1083	1433	93.12	94.84	32.32
Special Ed.	31	20	2.67	1.32	(29.03)
Grand Totals	1163	1511	100.00%	100.00%	29.92%

Analysis of Table II indicates a very rapid acceleration from grade 9 to grade 10, an increase of over 400 per cent in total numbers or 28.92 per cent of all dropouts. A peak is reached at grade 11 which accounts for 32.36 per cent of all school withdrawals. Grade 12 shows a significant decline to 26.74 per cent of the total dropouts. However, it is difficult to reconcile why the final year produced 404 dropouts with the objective of a high school diploma so nearly within reach.

TABLE III

School Dropouts by County School Districts, Grades 9-12

Counties	End of Year Enrollment	Dropouts	Accounta-bility	School Holding Power	Dropout Rate 1964-1965	Dropcut Rate 1963-1964
Churchill	628	23	651	96.47%	3.53%	3.16%
Clark	11203	763	11966	93.62	6.38	4.65
Douglas	354	13	367	96.46	3.54	3.04
Elko	886	35	921	96.20	3.80	3.80
Esmeralda (Included with Nye County)						
Eureka	47	0	47	100.00	0.00	2.64
Humboldt	385	21	406	94.83	5.17	6.35
Lander	134	11	145	92.41	7.59	6.25
Lincoln	218	8	226	96.46	3.54	1.87
Lyon	568	23	591	96.11	3.89	7.53
Mineral	465	42	507	91.72	8.28	6.54
Nye	225	17	242	92.98	7.02	7.21
Ormsby	789	40	829	95.17	4.83	2.76
Pershing	189	10	199	94.97	5.03	5.18
Storey	42	0	42	100.00	0.00	2.50
Washoe	5959	412	6371	93.53	6.47	5.95
White Pine	755	15	770	98.05	1.95	2.66
State Totals	22847	1433	24280	94.10	5.90	4.90

Table III analyzes dropouts by school districts. End of year enrollments are from the Annual Reports of the County Superintendents. The number of dropouts is based on reports from each school district. School holding power, the ability of the schools within a district to retain pupils enrolled in a program of secondary education, is calculated according to formula, or the end of the year enrollment divided by the accountability base. Dropout rates represent the difference between school holding power and 100 per cent.

The state dropout rate rose by one per cent over 1963-1964 from 4.90 to 5.90. The average for the past two years would be 5.4 per cent and an accumulated two year rate of 10 per cent. Data for the two year period are insufficient to establish a cumulative dropout rate which would be 100 per cent correct. However, if we project the average of the past two years and, if conditions remain stable, an estimated dropout rate of 22 per cent might be reasonable. If, on the basis of limited information available, we estimate summer vacation terminations at 3 per cent, the rate for a four year period would be approximately 25 per cent. This rate, literally translated, would mean that 75 students out of 100 who completed the eighth grade in a given year would, under present conditions, graduate from high school four years later. The remaining 25 students would drop out during the final three years of the secondary school program.

Nevada remains well above the national average in school holding power, and below the estimated national average of 30 per cent cumulative dropout rate from completion of eighth grade to graduation from high school. However, the 1511 students who ended their formal education prior to completion in 1964-1965 represent a very sizeable number of untrained, unskilled youth who will, at some time, attempt to enter the labor market with a minimum of preparation for earning a living in today's technological society.

TABLE IV

School Dropouts by Age Groups, 1963-1964 and 1964-1965 School Years

Age Group	1963-1964 M	F	T	1964-1965 M	F	T	Per Cent 1964	1965	Change 1964-1965	Per Cent Change
12	2	2	4	2	0	2	.34%	.13%	(2)	(50.0)%
13	9	3	12	5	9	14	1.03	.93	2	16.5
14	12	22	34	15	23	38	2.92	2.52	4	11.8
15	40	71	111	56	71	127	9.55	8.41	16	1.4
16	101	130	231	154	168	322	19.86	21.31	91	39.4
17	295	194	489	365	208	573	42.05	37.92	84	17.2
18	131	58	189	199	117	316	16.25	20.91	127	67.2
19	44	13	57	54	16	70	4.90	4.63	13	22.8
20	13	3	16	10	2	12	1.38	.79	(4)	(25.0)
Over 20	11	9	20	8	10	18	1.72	1.19	(2)	(10.0)
I N A				13	6	19		1.26	19	
Totals	658	505	1163	881	630	1511	100.00%	100.00%	348	29.92%

Analysis of dropouts by age category during the two school years under study indicates that 16, 17 and 18 comprise a critical period in the lives of teenagers. Dropouts in this age bracket accounted for 78.16 per cent of the total number of early leavers in 1963-1964 and 80.14 per cent in 1964-1965. The change of 1.98 between the two years is not significant. A slight change downward in per cent of the total is noted in the 17 year age group; but, this is followed by an upward trend in the 18 year age group.

Numerical changes between age categories in 1964 and 1965 indicate the age groups which accounted for the 29.92 per cent increase in dropouts during the 1964-1965 school year.

A comparison of Nevada's early leavers by age groups with dropout studies made in other states indicates conformity with the national trends.

TABLE V

School Dropouts in Grades 7-12, 1963-1964 and 1964-1965 School Years
Causal Factors

Causal Factor	1963-1964 M	1963-1964 F	1963-1964 T	1964-1965 M	1964-1965 F	1964-1965 T	Per Cent 1964	Per Cent 1965	Change In Number	Per Cent Increase Or Decrease In Number
Mental or Physical Disability	21	22	43	24	34	58	3.70%	3.84%	15	34.88%
Need to Work to Meet Own or Family Needs	104	54	158	98	49	147	13.59	9.73	(11)	(6.96)
Enlistment in Military Service	132	0	132	137	1	138	11.35	9.13	6	4.55
Expulsion from School	22	6	28	24	5	29	2.41	1.92	1	3.57
Suspension from School	31	4	35	53	8	61	3.01	4.04	26	74.29
Marriage or Married Pregnancy	5	198	203	16	206	222	17.45	14.69	19	9.36
Unmarried Pregnancy	0	39	39	0	50	50	3.35	3.31	11	28.21
Disinterest in School	219	123	342	305	171	476	29.41	31.50	134	39.18
Dislike for a Particular Teacher	1	0	1	1	1	2	.09	.13	1	100.00
Persistent failure to achieve	23	16	39	77	33	110	3.35	7.28	71	182.05
Commitment to a Correctional Institution	34	12	46	32	12	44	3.95	2.91	(2)	(4.35)
Unwillingness to Obey School Regulations	25	9	34	19	8	27	2.92	1.79	(7)	(20.59)
Peer Difficulties	1	1	2	1	2	3	.17	.20	1	50.00
Completed Special Ed. Program	0	1	1	1	0	1	.09	.07	0	0.00
N I A	40	20	60	93	50	143	5.16	9.46	83	138.33
Totals	658	505	1163	881	630	1511	100.00%	100.00%	348	29.92%

Table V presents a comparison of school dropouts by categories of causal factors for the school years 1963-1964 and 1964-1965. The relative percentage of each category in relation to the total number of dropouts remains fairly constant with seven declining, eight increasing and one unchanged. Maximum increase was 4.30 per cent in the no information category, which reflects transience of students or lack of information data because of the brief period enrolled.

An increase of 3.93 per cent in persistent failure to achieve can probably be related to the national trend toward increased learning pressures at the secondary school level and consequent failure of the less gifted students to maintain the required academic pace.

Disinterest in school remained, during both school years, the largest single causal factor which produced dropouts. This category and the related factors of suspension, expulsion, failure to obey school regulations and persistent failure, are responsible for over 40 per cent of all boys and girls who fail to complete a program of secondary education in Nevada schools.

The national trend toward earlier marriage is evident during both years covered in this report.and it appears that this condition will remain a characteristic of the present decade and extend into the 1970's.

For comparative purposes the table indicates the change in numbers in each dropout category and the increase or decrease is expressed in per cent of change. This makes a more meaningful presentation and aptly illustrates the category "disinterest in school" where an increase of 134 or 39.18 per cent occurs in 1964-1965 compared with the previous year. The increases might be indicative of developing trends which might merit investigation and the development of corrective measures by educators.

TABLE VI

School Dropouts Below Age 17, 1963-1964 and 1964-1965 School Years
Causal Factors

Causal Factor	1963-1964 M	1963-1964 F	1963-1964 T	1964-1965 M	1964-1965 F	1964-1965 T	Per Cent 1964	Per Cent 1965	Change In Number	Per Cent Increase Or Decrease In Number
Mental Or Physical Disability	6	10	16	13	20	33	4.07%	6.32%	17	106.25%
Need to Work to Meet Own or Family Needs	22	10	32	24	12	36	8.14	6.90	4	12.50
Enlistment in Military Service	8	0	8	3	0	3	2.04	.58	(5)	(6.25)
Expulsion from School	8	5	13	18	4	22	3.31	4.21	9	69.23
Suspension from School	14	3	17	32	7	39	4.33	7.47	22	129.41
Marriage or Married Pregnancy	1	91	92	6	98	104	23.41	19.92	12	13.04
Unmarried Pregnancy	0	32	32	0	40	40	8.14	7.66	8	25.00
Disinterest in School	48	38	86	46	42	88	21.88	16.86	2	2.33
Persistent Failure to Achieve	6	8	14	26	16	42	3.56	8.05	28	200.00
Commitment to a Correctional Institution	28	12	40	25	11	36	10.18	6.90	(4)	(10.00)
Unwillingness to Obey School Regulations	8	6	14	7	5	12	3.56	2.30	(2)	(14.28)
Peer Difficulties	0	0	0	1	1	2	0.00	.38	2	
Dislike for a Particular Teacher	0	0	0	1	1	2	0.00	.38	2	
N I A	16	13	29	43	20	63	7.38	12.07	34	117.24
Totals	165	228	393	245	277	522	100.00%	100.00%	129	32.82%

Table VI presents an analysis of causal factors for dropouts under the age of 17, i.e. compulsory legal school attendance age. The increase of 32.82 per cent in 1964-1965 over 1963-1964 is significant. Percentage changes within the following categories are also significant: Mental or physical disabilities, expulsion from school, suspension from school, marriage or married pregnancy, unmarried pregnancy and persistent failure to achieve. Commitment to a correctional institution is the largest single factor in the youngest dropouts. However, it can be assumed that many of these dropouts do resume their formal education and complete high school according to probation office reports.

TABLE VII

School Dropouts by Semester, Grade and Sex, 1964-1965 School Year

Grade Level	Male 1st	Male 2nd	Male Total	Female 1st	Female 2nd	Female Total	Total Male and Females
Spec. Educ.	3	7	10	2	8	10	20
7	5	6	11	0	9	9	20
8	8	13	21	8	9	17	38
9	24	26	50	23	30	53	103
10	88	177	265	75	97	172	437
11	130	158	288	72	129	201	489
12	132	104	236	85	83	168	404
Totals	390	491	881	265	365	630	1511

Table VII presents school dropouts by grade, sex and the semester in which the boy or girl terminated a program of education. The number of males who dropped out of school during the second semester exceeds the first semester dropouts by 101 or 25.89 per cent. The variation among female dropouts is greater by 100 during the second semester or by 37.73 per cent. A probable explanation is discouragement over increasing academic difficulties, attractiveness of employment with increased maturity and early marriage. Accurate data on the 1963-1964 school year are not available for comparison.

TABLE VIII

School Dropouts Arranged by Ethnic Groupings,
1963-1964 and 1964-1965 School Years

Ethnic Group	1963-1964 M	1963-1964 F	1963-1964 Total	1964-1965 M	1964-1965 F	1964-1965 Total	Per Cent 1964	Per Cent 1965
Caucasian	572	431	1003	790	537	1327	86.24%	87.82%
Negroid	43	43	86	51	68	119	7.40	7.88
American Indian	18	16	34	17	13	30	2.92	1.98
Spanish American	20	11	31	20	9	29	2.67	1.92
Oriental	5	4	9	3	3	6	.77	.40
Totals	658	505	1163	881	630	1511	100.00%	100.00%

Valid conclusions concerning ethnic groups and dropout frequencies are difficult to determine due to lack of accurate data on either the per cent or number that such group constitutes in relation to the total enrollment of students in elementary and secondary schools in Nevada. Analyses would have to be based on the factor that if a single group constitutes a higher or lesser percentage of the total school enrollment, the dropout rate would vary inversely, i.e. lower or higher, respectively. Investigation of socio economic elements within each ethnic group, which are primary causal reasons for school dropouts, would be a more informative study.

TABLE IX

School Dropouts Classified on Basis of Attendance Record,
1963-1964 and 1964-1965 School Years

Classification	1963-1964			1964-1965			Per Cent	
	M	F	Total	M	F	Total	1964	1965
Good	45	52	97	30	23	53	8.34%	3.51%
Average	121	105	226	136	119	255	19.43	16.88
Poor	479	344	823	630	420	1050	70.77	69.49
N I A	13	4	17	85	68	153	1.46	10.12
Total	658	505	1163	881	630	1511	100.00%	100.00%

The direct relationship which exists between poor attendance and early school leavers is indicated in the two year sutdy. An average of 70 per cent of the students who terminated during the period had a record of irregular or poor attendance. The percentage of students with a record of good attendance declined from 8.34 per cent to 3.51 per cent of the total number of dropouts. However, only extensive research can unravel the unknown element as to whether or not poor attendance initiates causal factors or causal factors result in poor attendance. The two appear to be closely related, seem to compliment each other and apparently culminate in early school leavers.

TABLE X

School Dropouts Classified by Residence in Nevada
1963-1964 and 1964-1965 School Years

Length of Nevada Residence	1963-1964			1964-1965			Per Cent	
	M	F	Total	M	F	Total	1964	1965
Less than 1 year	147	105	252	193	141	334	21.67%	22.10%
1 to 2 years	86	74	160	133	109	242	13.76	16.02
3 to 5 years	137	103	240	190	144	334	20.64	22.10
6 to 10 years	144	109	253	177	116	293	21.75	19.39
11 or more years	135	113	248	180	112	292	21.32	19.33
N I A	9	1	10	8	8	16	.86	1.06
Totals	658	505	1163	881	630	1511	100.00%	100.00%

The two year study showed that transience is not a prime causal factor. In the 1963-1964 school year 63.71 per cent of the early leavers had resided in Nevada for three or more years. In 1964-1965 the percentage was 60.82 of the total number. An average of 20 per cent resided in Nevada during all their school years, which approximately equaled the number of dropouts whose residence was less than one year. There may be an element of transience within a district or within the state which might bear further investigation. However, less than 40 per cent of Nevada secondary school dropouts come from families with less than two years Nevada residence.

TABLE XI

School Dropouts Classified According to General Academic Achievement
1963-1964 and 1964-1965 School Years

Academic Achievement	1963-1964 M	F	Total	1964-1965 M	F	Total	Per Cent 1964	1965
Above Average	24	29	53	18	27	45	4.56%	2.98%
Average	114	168	282	170	165	335	24.25	22.17
Below Average	497	291	788	651	398	1049	67.75	69.42
N I A	23	17	40	42	40	82	3.44	5.43
Totals	658	505	1163	881	630	1511	100.00%	100.00%

The direct relationship between a record of below average achievement and early leavers is evident when statistics for the two year period are examined. In the first year of the study 67.75 per cent of school dropouts are below average in academic performance; in the second year, 69.42 per cent are so classified. Similarly, the percentage of academically talented youth who became dropouts is very low, 4.65 per cent in the first year and 2.98 in the second year. Those students capable of average performance ranged from 24.25 to 22.17 per cent, respectively. One can readily relate the below average students to the causal factors of general disinterest in school, disciplinary problems and consistent failure which produced dropouts. Discouragement over the inability to maintain acceptable academic standards reaches a point where termination of a secondary education program appears to be the only answer to the persons concerned.

TABLE XII

School Dropouts Classified According to Reading Skills
1963-1964 and 1964-1965 School Years

Reading Skills	1963-1964			1964-1965			Per Cent	
	M	F	Total	M	F	Total	1964	1965
Above Average	30	48	78	18	27	45	6.70%	2.98%
Average	155	174	329	170	165	335	28.29	22.17
Below Average	449	259	708	651	398	1049	60.88	69.42
N I A	24	24	48	42	40	82	4.13	5.43
Totals	658	505	1163	881	630	1511	100.00%	100.00%

TABLE XIII

School Dropouts Classified According to Arithmetic Skills
1963-1964 and 1964-1965 School Years

Arithmetic Skills	1963-1964			1964-1965			Per Cent	
	M	F	Total	M	F	Total	1964	1965
Above Average	23	43	66	21	24	45	5.67%	2.98%
Average	148	151	299	183	169	352	25.71	23.29
Below Average	463	287	750	635	392	1027	64.49	67.97
N I A	24	24	48	42	45	87	4.13	5.76
Totals	658	505	1163	881	630	1511	100.00%	100.00%

Tables XII, Reading Skills, and XIII, Arithmetic Skills, indicate a very close relationship between dropouts and basic academic skills. The variation is from a low of 60.88 per cent to 69.42 per cent in the below average reading ability category. In arithmetic skills the variation is from 64.49 per cent to 67.97 per cent. The importance of these two basic skills in the accomplishment of a secondary educational program is most apparent.

TABLE XIV

School Dropouts Classified According to Retentions in Elementary or Secondary Grades, 1963-1964 and 1964-1965 School Years

Retention Classification	1963-1964			1964-1965			Per Cent	
	M	F	Total	M	F	Total	1964	1965
No Retentions	362	367	729	511	448	959	62.68%	63.47%
Elementary Level	61	25	86	81	47	128	7.40	8.47
Secondary Level	179	77	256	170	60	230	22.01	15.22
N I A	56	36	92	119	75	194	7.91	12.84
Totals	658	505	1163	881	630	1511	100.00%	100.00%

Table XIV indicates that retention of students in the elementary and secondary grades is limited to a minimal number of cases. Level of achievement in the basic skills is a secondary factor, particularly in the elementary grades, and social promotions are the rule except in the most difficult cases. The direct relationship between school dropouts and below average academic skills (brought out in Tables XI, XII and XIII) indicates the need to stress remedial training in basic skills in working with potential early school leavers.

TABLE XV

School Dropouts Classified According to Adjustment 1963-1964 and 1964-1965 School Years

Adjustment Classification	1963-1964			1964-1965			Per Cent	
	M	F	Total	M	F	Total	1964	1965
Good	59	63	122	26	34	60	10.49%	3.97%
Average	176	175	351	187	177	364	30.18	24.09
Poor	400	253	653	627	352	979	56.15	64.79
N I A	23	14	37	41	67	108	3.18	7.15
Totals	658	505	1163	881	630	1511	100.00%	100.00%

Table XV presents a study of school dropouts from the basis of adjustment, i.e. a broad category which reflects personal adaptation to the design and operation of a secondary education program. Evaluation of the student is based on conformance

to accepted standard school procedure. Some of the specifics are: attitude toward and the accomplishment of educational objectives, participation in various school activities, peer relationships, evident personal problems and the need for counseling. The very low percentage for both years in the above average and average categories would seem to indicate that early identification of potential dropouts is possible and valid when based on the fact that poor adjustment to school is a definite trait of nearly two out of three early school leavers.

It would appear that early identification of potential dropouts and subsequent efforts to effect improvement in adjustment to school is basic to any program developed to reduce the number of terminations prior to graduation.

TABLE XVI

School Dropouts Classified According to Delinquency Referrals
1963-1964 and 1964-1965 School Years

Classification	1963-1964 M	F	Total	1964-1965 M	F	Total	Per Cent 1964	1965
No Referrals	332	330	662	439	400	839	56.92%	55.53%
1 to 5 referrals	212	113	325	251	130	381	27.95	25.21
Over 5 referrals	62	30	92	73	21	94	7.91	6.22
N I A	52	32	84	118	79	197	7.22	13.04
Totals	658	505	1163	881	630	1511	100.00%	100.00%

Table XVI clarifies school dropouts in relation to delinquency referrals. It can be concluded that school dropouts and juvenile delinquents are not synonomous. Records indicate that over 55 per cent of the early school leavers in both years had no delinquency referral records. It can also be assumed that a majority of those students reported in the "no information available" category were without a referral record, which means that at least 60 per cent of school dropouts are not delinquents. The very small number, 7.91 and 6.22 per cent respectively, who had a record of five or more referrals, constitutes a small minority of the total number of early school leavers. It may be assumed that a large percentage of those in the

one to five category of referrals resulted from irregular school attendance which is associated with dropping out of school. Consequently, it seems that the typical dropout is not a persistent delinquent.

SUMMARY AND RECOMMENDATIONS

The study of school dropouts in Nevada during the 1963-1964 and 1964-1965 school years by the Nevada State Department of Education has produced a reliable statistical basis from which valid conclusions can be developed. The similarity of statistics both years confirms the existence of definite patterns, trends and factors. The similarity of Nevada to other states insofar as dropouts are concerned is evident when data in published reports are compared. Following are a number of conclusions and recommendations reached as a result of the two year study:

1. Nevada does have a serious problem of school dropouts in its secondary education program which requires the attention and concerted efforts of educators, parents, community and the state if school holding power is to be increased and the number of early school leavers reduced.

2. The number of dropouts rose by 29.92 per cent in the 1964-1965 school year over 1963-1964; 1511 compared with 1163, or by 350. This trend will continue unless school community programs are developed which will effect improvement.

3. The 1511 students who dropped out of Nevada secondary schools constitute a significant number of untrained and unskilled youth who will become a problem due to their chronic unemployment and dependence on welfare. The economic growth potential of the entire state of Nevada will be adversely affected by this increasing number of school dropouts who endeavor to enter a labor market where employment opportunity for them is minimal and declining each year.

4. Nevada secondary schools have a dropout rate of more than six per cent annually and an estimated four year cumulative rate of nearly 25 per cent. The annual and cumulative rates are below the estimated national average 7.5 per cent and 30 per cent, respectively.

5. General disinterest in school, associated with consistent failure and

other related causal factors, accounts for over 45 per cent of early school leavers. The direct relationship of this disinterest to below average performance in basic academic skills merits study as a focal point in any program which seeks to prevent dropouts. Early identification of potential dropouts and the wider use of remedial training in basic skills are recommended. Curriculum revision, including proved effective curricular innovations; improved teaching techniques; more effective guidance and counseling, beginning at the elementary school level; and improved school community cooperation in education, bear investigation and implementation at the school level.

6. The trend toward earlier marriage, which has become a pronounced fact of life during the past decade and which will extend into the next, poses a problem over which the schools have little or no influence. The number of dropouts due to marriage declined from 40 per cent of the 1963-1964 female terminations to 32 per cent in 1964-1965. The percentage of dropouts due to marriage in the under seventeen years of age, however, remained at 40 per cent, forshadowing a trend to even earlier wedlock. Development of programs possibly at the adult education level might prove to be the solution to this aspect of the school dropout problem. The influence of the home, church and community trancends the importance of the school in this category.

7. Nevada's secondary schools, alone, cannot do the job of reducing the number of students who fail to complete a high school education. Students are in school an average of six hours per day, five days per week and for 180 days during the school year. The rest of a student's time is spent at home and in the community, an average of eighteen hours compared with the six spent in school. Motivation of a student for acquisition of an education is directly dependent on the encouragement, objectives and ideals established by parents and social forces with whom the boy or girl comes in contact during the formative pre-adolescent and adolescent years. The need for a

coordinated school, home and local community guidance and counseling program is apparent and essential to improved school holding power. Teachers, principals, superintendents and counselors cannot do the job alone. Home and community help is urgently needed.